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Mr Vince Siu, Press Start Academy

17 March 2023

GAME ON:

Student-Designed Experiences for Citizenship Education

COMMONCORE THE UNIVERSITY OF HONG KONG

cetl Centre for the Enhancement of Teaching and Learning

Students as Partners

Students as Partners Community of Practice

AGENDA

01. Why Citizenship and Games?

02. Student-as-Partners in Game Design

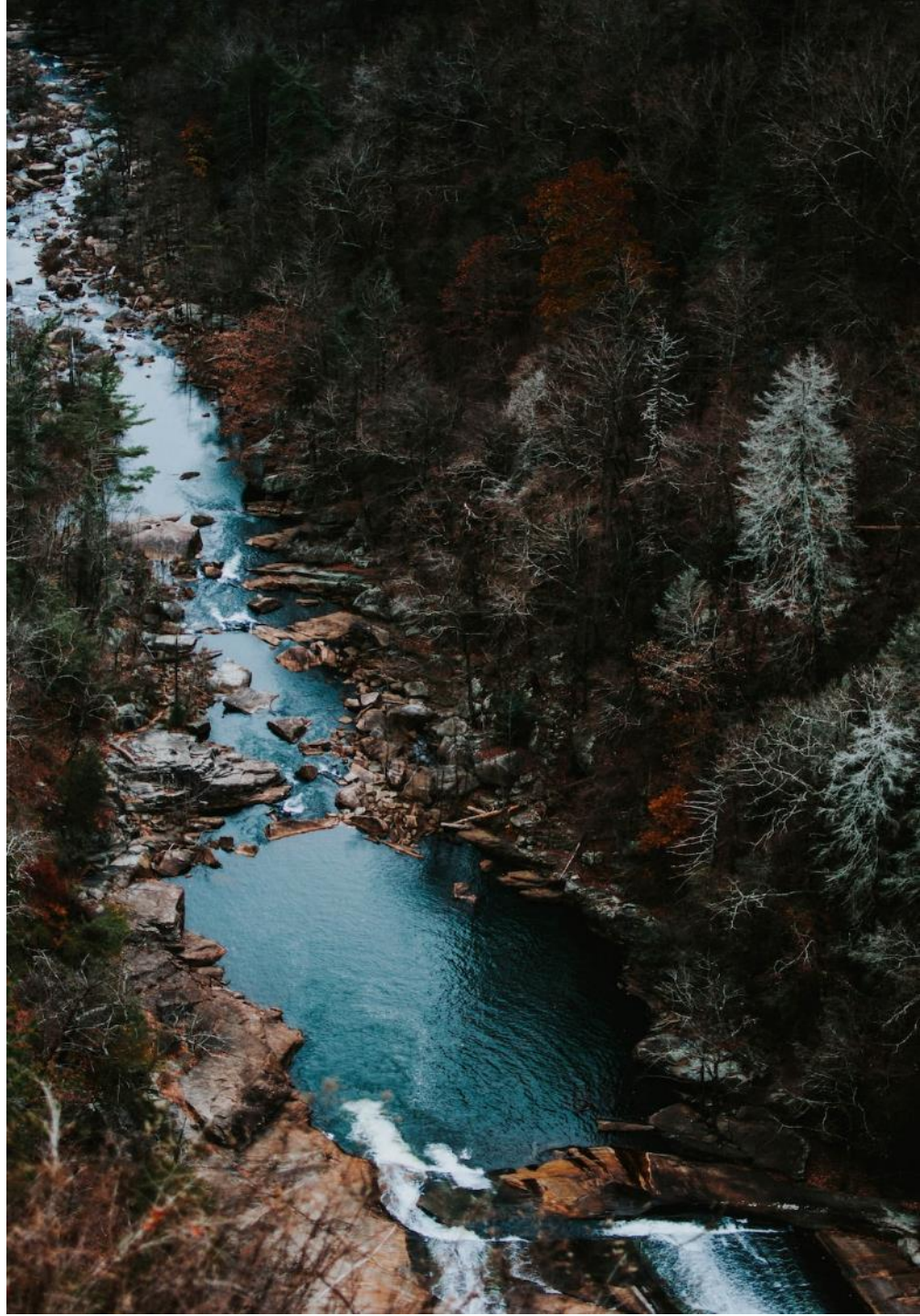
03. Students Outputs and Feedback

WHY CITIZENSHIP?

- Challenges of citizenship education: Political domain emphasised more than social domain (Geboers et al., 2013).
- Universities as “micro-publics” (Harris, 2012) and spatiotemporal space for youths’ aspirations and subjectivities regarding education, work, professional, and adult identities, responsibilities, and obligations.

Geboers, E., Geijsel, F., Admiraal, W., & Dam, G. ten. (2013). Review of the effects of citizenship education. *Educational Research Review*, *9*(1), 158–173. https://doi.org/10.1016/j.edurev.2012.02.001

Harris, A. (2013). *Young people and everyday multiculturalism*. Routledge



WHY GAMES?

- **Engagement and Creativity**
- **Learning by doing** – students researching the topic, creating the learning experience, delivering it, and evaluating and reflecting
- **Games as vehicle** for students to contribute to curriculum, pedagogical/ instructional design, and assessment/ evaluation.
- **Portability** - potential dissemination/ knowledge exchange beyond just one course or the campus

STRATEGIC ALIGNMENT

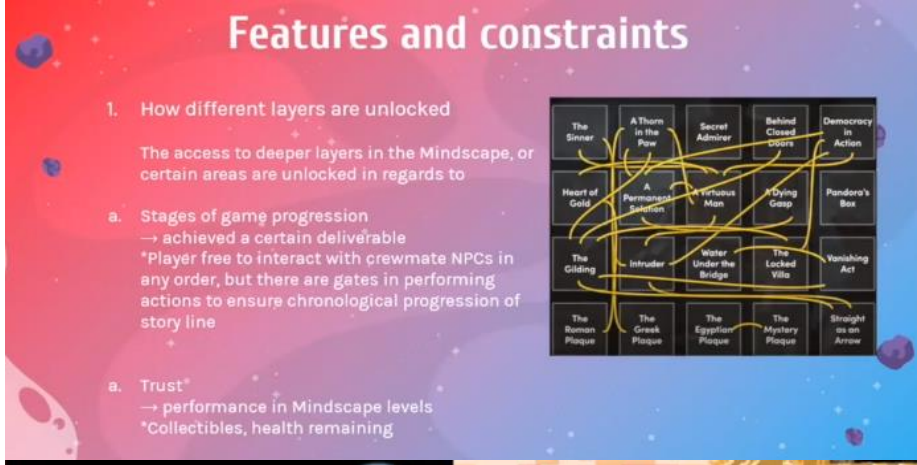
- T&L Strategy around **Future Readiness**
- TDG on ***Gamification and Storytelling in Interdisciplinary Teaching and Learning***
- Common Core's **Transdisciplinary Undergraduate Student Research** Initiative
- Inclusion of **UN Sustainability Development Goals (SDGs)** in Common Core (Co)curriculum

PILOTS

2022 Feb - Apr
Learning Game Design (In the Common Core)

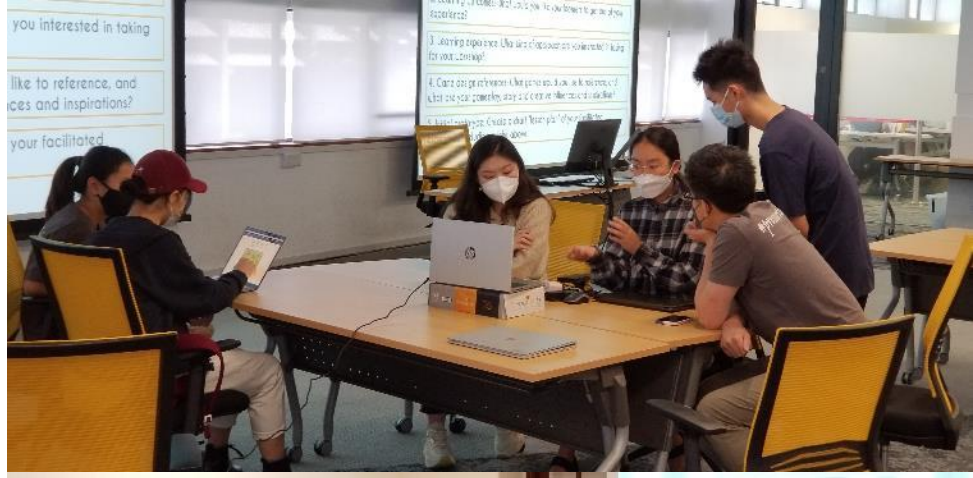
2022 Oct - Dec
Teaching Citizenship Through Games

2023 Feb - Apr
Serious Gaming



STUDENTS-AS-PARTNERS

- Students empowered with autonomy in selecting/ researching (citizenship) theme, and designing and delivering the game experience.
- Articulated expectations and provided guidance from mentors and peer consultants from Press Start Academy to scaffold game design skills.
- Peer learning and feedback (via game design process and hosting play sessions)



SCHEDULE

Teaching Citizenship through Games

Week 1
Onboarding Workshops: Game Mechanics and Design

Weeks 2 - 3
Share Ideas/ Refine Prototype/ Receive Feedback

Weeks 4
Create Promotional Poster, Video, Game Manual

Weeks 5 - 8
Practice and Deliver Play session

Reflection

Serious Gaming

Week 1 - 5
Onboarding Workshops: Game Mechanics and Design

Share Ideas/ Refine Prototype/ Receive Feedback

Individual Game | Group Game

Support Play session for Group Game

Week 6 - 10
Create Promotional Poster, Game Manual, and Evaluation Rubrics

Game Facilitation Skills Workshop

Practice and Deliver "Play" session/ Collect Feedback

Reflection

DESIGN THINKING

Empathize
Understanding people

Understand the Audience (Students)

Ideate
Generating your ideas

Generate Game Ideas

Define
Figuring out the problem

Research
Citizenship
Topic

Test
Refining the product

Play Test
(& Revise)

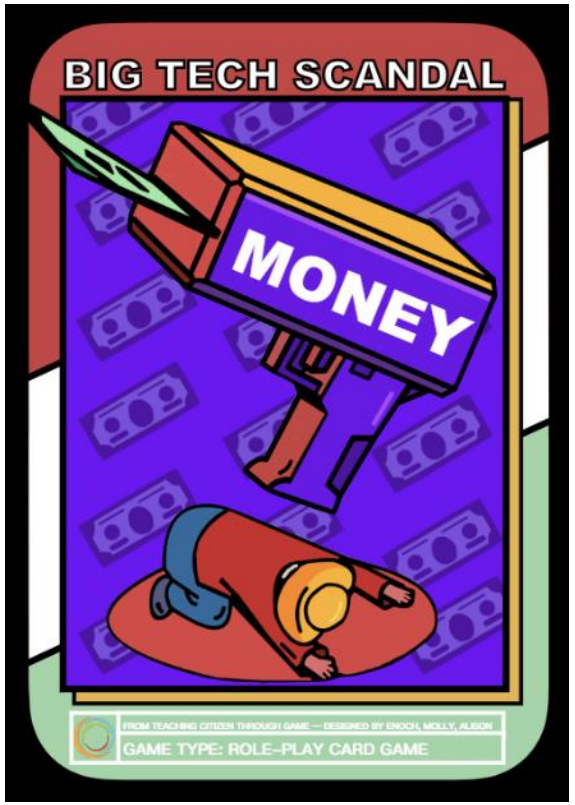
Prototype
Creation and experimentation

Experiment with Ideas & Games Mechanics

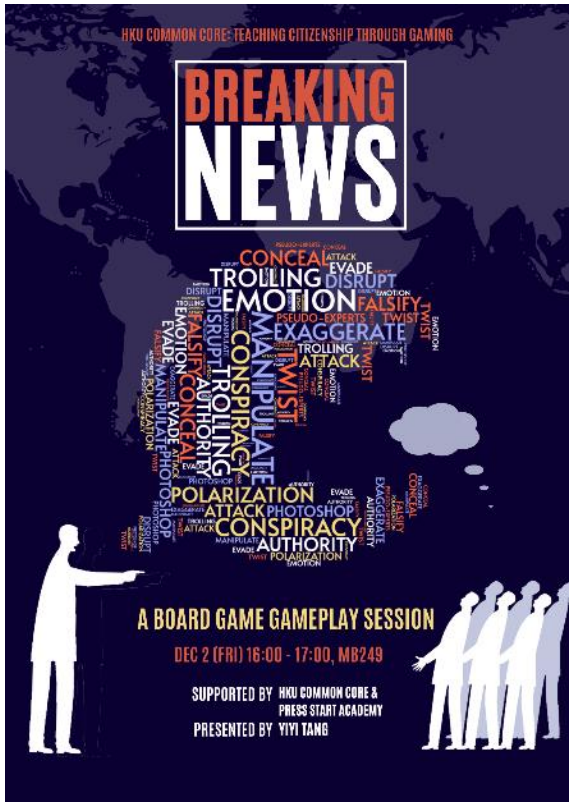
Reference: The Design Thinking Process - How does it work? - MAQE - Insights

CITIZENSHIP THEMES

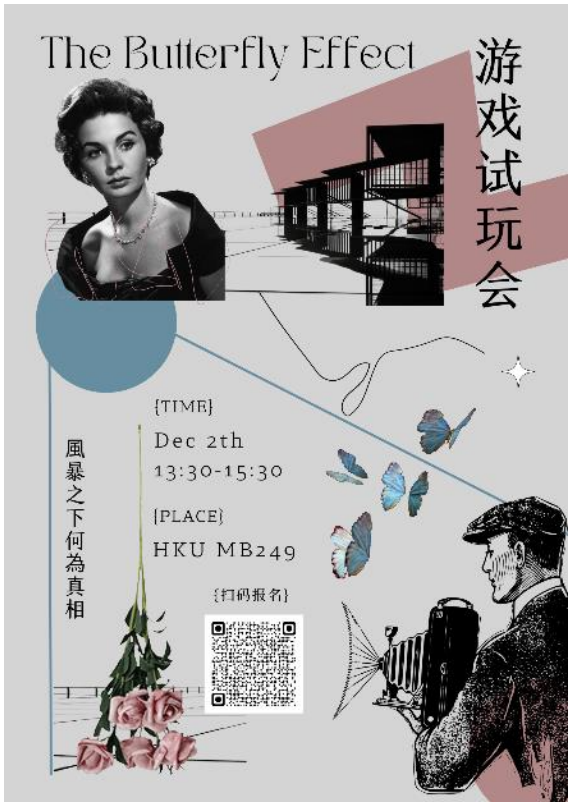
Promotional posters created by students



Business Ethics



Misinformation

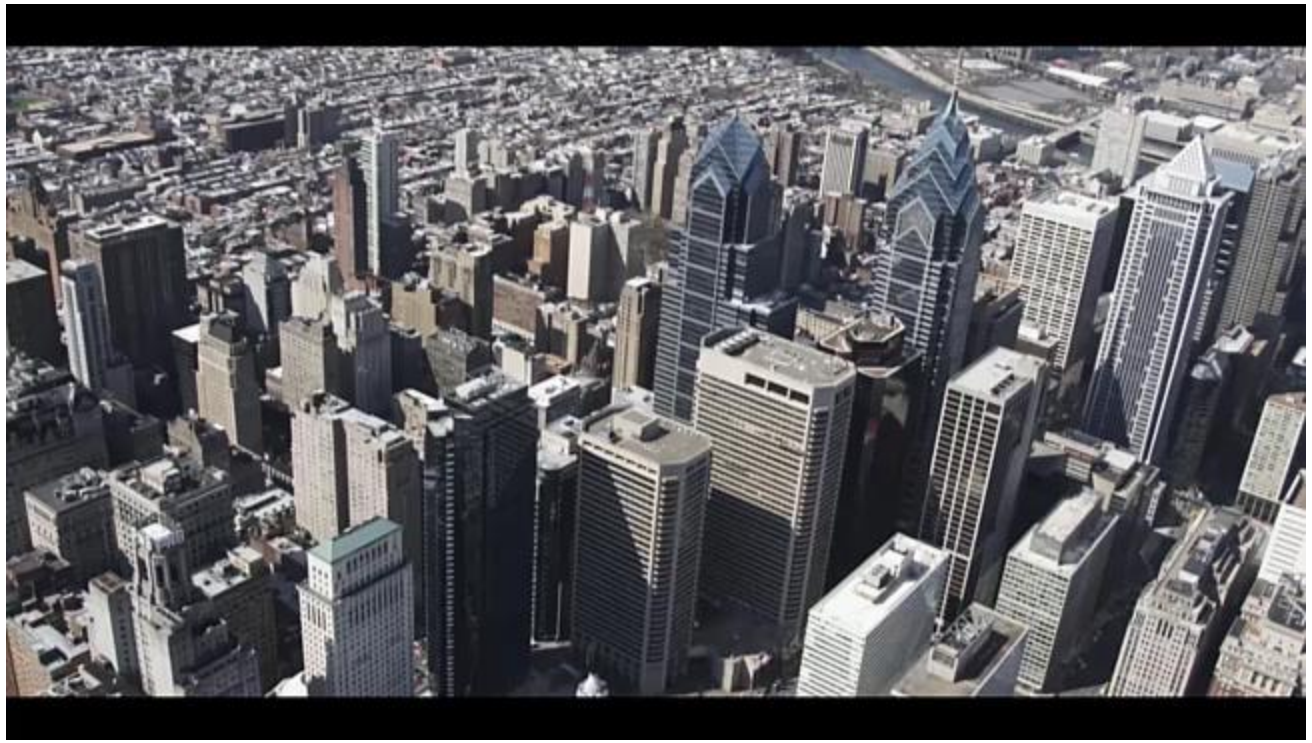


Individual Responsibility on Environmental Protection

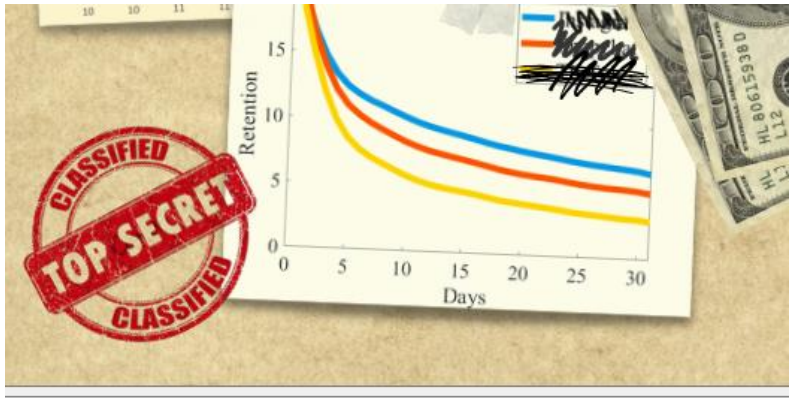
Sustainability

BIG TECH SCANDAL

(By Enoch, Molly, and Alison)



Promotional Video



BIG TECH SCANDAL

Introduction:
Each player plays as a CEO of a big tech company that aims to become either the richest company or the last company standing. Over the course of the game, players need to balance between playing clean and dirty to gain the trust of the other players while also secretly gaining an advantage.

Setup:
Take the cards and separate them into the following categories:

- Money cards
- "SCANDAL!" cards
- Brand Loyalty cards
- Customer cards
- Productivity cards
- The rest are lawful/unlawful cards

Form a deck with the lawful/unlawful cards and shuffle it well.

Each player gets:

- 1 "SCANDAL!" card
- 3 cards from the deck
- $200k money cards
- 2 Brand Loyalty cards
- 2 Customer cards
- 2 Productivity cards

Leave out as many Customer cards as the number of people playing (ie. 5 Customer cards would be left if 5 people were playing)

Game Manual

HOSTING PLAY SESSIONS

POST-GAME REFLECTION

(Sharing by Fan Jian from Butterfly Effect)

EVALUATING THE GAME

- Evaluation through group reflection and collecting feedback from game participants
- Getting students involved in design of assessment rubrics for games

Criteria	Description
Alignment	Evaluate whether the game effectively teaches the intended learning outcomes of citizenship.
Participant Engagement	Does the game captures players' attention, motivates them to play, and encourages them to play again.
Usability	Ease of use, navigation, and accessibility.
Interactivity	Evaluate the level of interactivity, collaboration, and social interaction within the game.
Aesthetics	Quality of visual communication

FEEDBACK (CITIZENSHIP THEME)

"I have been interested in the topic of tech/corporate scandals for a long time now and this was an interesting opportunity to **explore that topic in more depth while also creating something**."

"Before starting on this project my idea on citizenship was extremely vague. This project **helped me define the concept of citizenship**."

"I have never designed a game before, but I really want to try it, especially to design a **meaningful game**."

FEEDBACK (THE GAME DESIGN PROCESS)

“I found that organizing a game is a **very complicated process**. The game organizer has to consider how many people participate in the game, and each participant may raise various questions. How control the pace and atmosphere of the game is essential to a successful game.”

“Designing a game is not as easy as first thought, and **both the logic and the details require a "double check" to make sure the game works**. At the same time, publicity, testing, and simulation are also part of designing a game.”

“Designing the game is a lot of fun, and we're **constantly improving the rules as we play**.”

“It’s quite challenging when trying to extend an **abstract idea into concrete examples and rules.”**

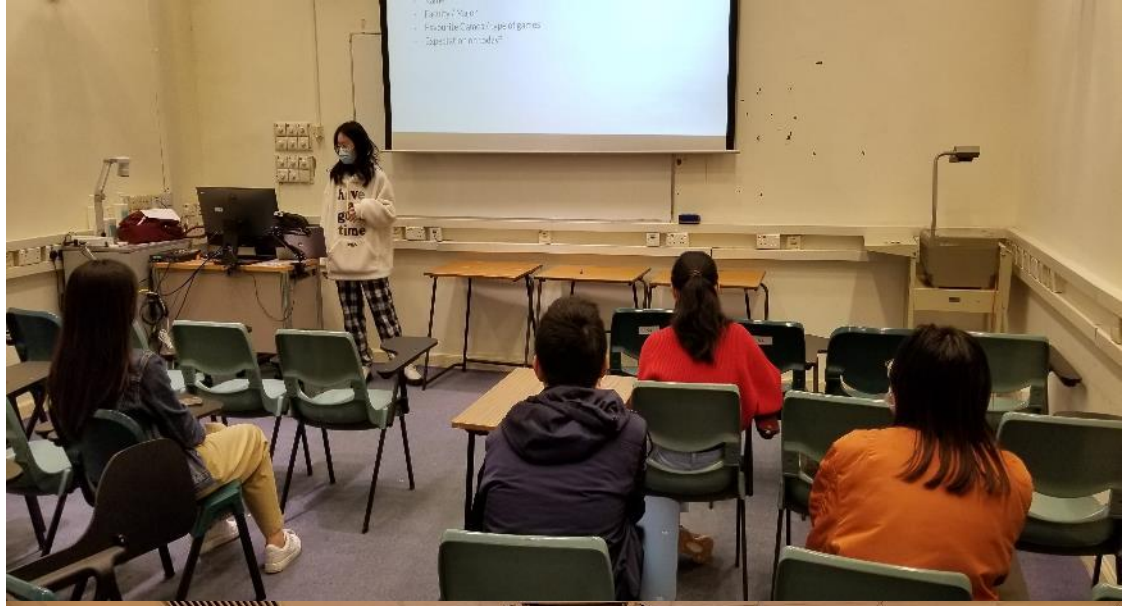
“Practiced the **ability to quickly put an idea into words and pitch it** in an instantly understandable manner to get feedback since very early in development (as early as concept development).”

FEEDBACK (PLAY SESSION)

“I think it's a success. Our game works, and people have **fun playing it, talking, summarizing, reflecting**, and that's what we're trying to do.”

“Everyone was **engaged in the game**. They followed the instructions easily and had fun in the session.”

“Closely connected to the theme, and also trying to **use game elements to reflect back into the real life experience**.”



CHALLENGES

- **Resources:** Funding for professional consultant and mentors/ peer consultants, digitising games
- **Training:** Scaffolding students with game design and facilitation (oral) communication skills
- **Group vs individual** work
- **Recruitment and Retention:** Keeping students in this co-curricular project along journey (Stipend or other incentives)
- **Sustainability:** Dissemination, wider impact, and further develop and digitise existing games

TAKEAWAYS

- Students leading through game design to teach peers (while learning themselves) skills, orientations, and values for future readiness.
- Games help identify how to design better student-centred teaching and learning experiences.
- Supporting students financially and administratively in experimenting with creative methodologies for learning.

COMMONCORE
THE UNIVERSITY OF HONG KONG

STUDENT LEARNING FESTIVAL

26 April 2023

@ HKU
10 JUNE 2023
KK LEUNG G104 – 107

10:00 AM – 5:00 PM

GAMES FOR CHANGE ASIA PACIFIC

PRESS START ACADEMY

InvestHK

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THANK YOU

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